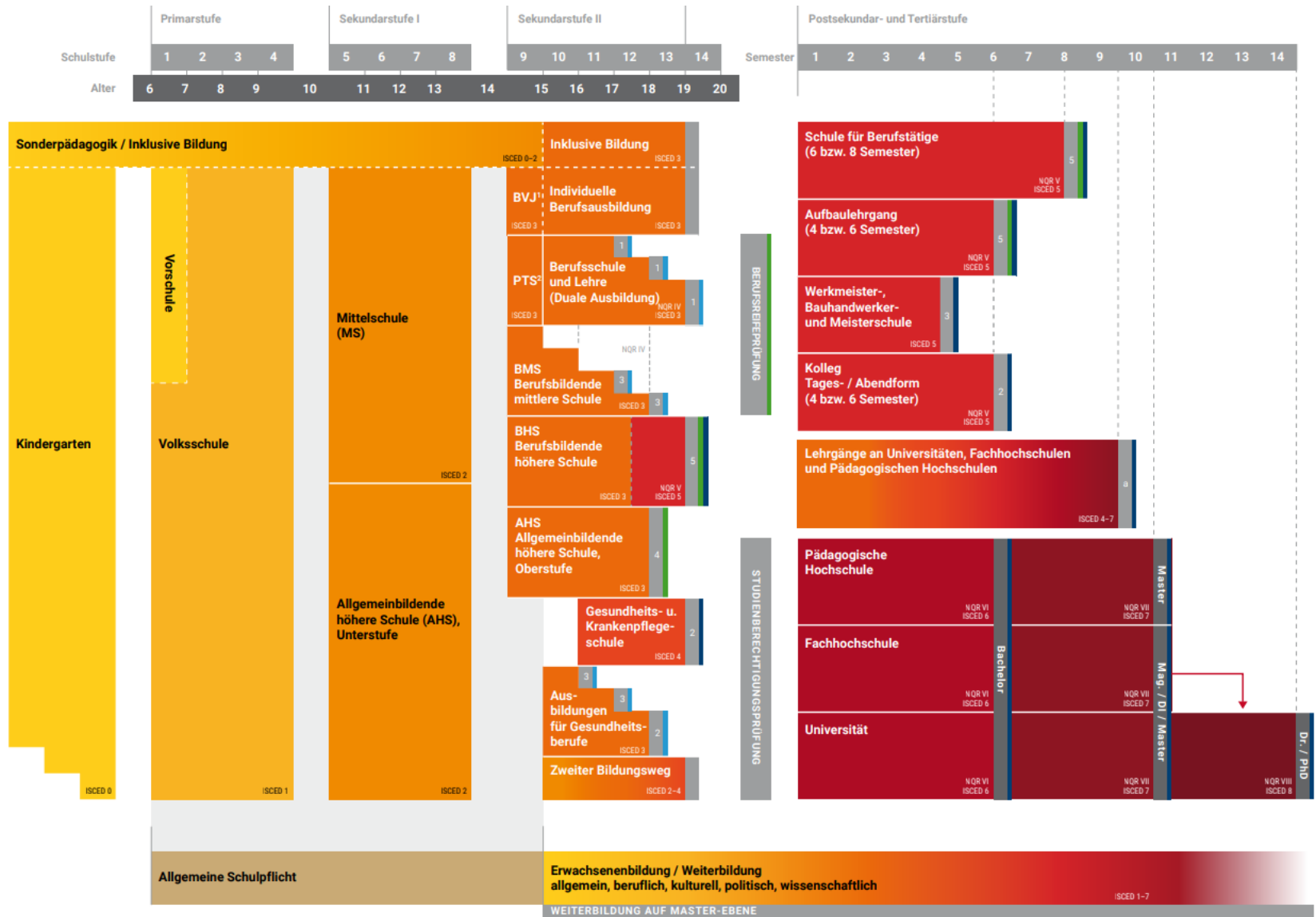




The Austrian Education System



The Austrian Educational System



kindergarten

- 57% are open all day
 - 90% five - year olds
 - language support
 - fees vary according to provinces
 - training schools for kindergarten teachers

 - Kindergarten for children with behavior problems
 - Inclusive groups
 - regional differences
 - numbers of personnel
-

Compulsory education – 9 years

- 4 years of **primary school**
 - **Who can start with school?:** March 1st of the next year/ six year – olds

 - 4 years of **secondary school**
 - General secondary school (until 2016)
 - New secondary school
 - academic secondary schools – lower level

 - 1 year of **pre-vocational school**

 - Inclusive education for all 9 years
 - Special needs schools (different types)
-

Higher education (age 14 to 19)

- different school forms
 - Academic / Vocational / technical / ...

 - More or less no inclusive school forms on this level
 - No legislation on upper secondary level – school experiment
-

basic facts

Tertiary education:

- Universities (1365)
- Post-secondary/tertiary colleges
- Fachhochschule (science, ICT, job related)

No inclusion concept – depends on person

Dr. Huanigg MP / Mag. Jarmer MP



facts and figures

- **1774** Maria Theresia 6 years of compulsory education
- **1918** Otto Glöckel optimal education of all children regardless of gender and age
- **1975** co-educational state schools
- **1993** integration of children with special needs (level 1 to 8)



facts and figures

- **2012/13** 1.226.638 pupils
 - **since 2000** minus 11,8 % in primary education
 - **Since 2001** 49% plus university graduates 385.000
 - **2011** 74 600 early school leavers – below EU average 10,9%
-

Interreligious Literacy-Gender-Diversity

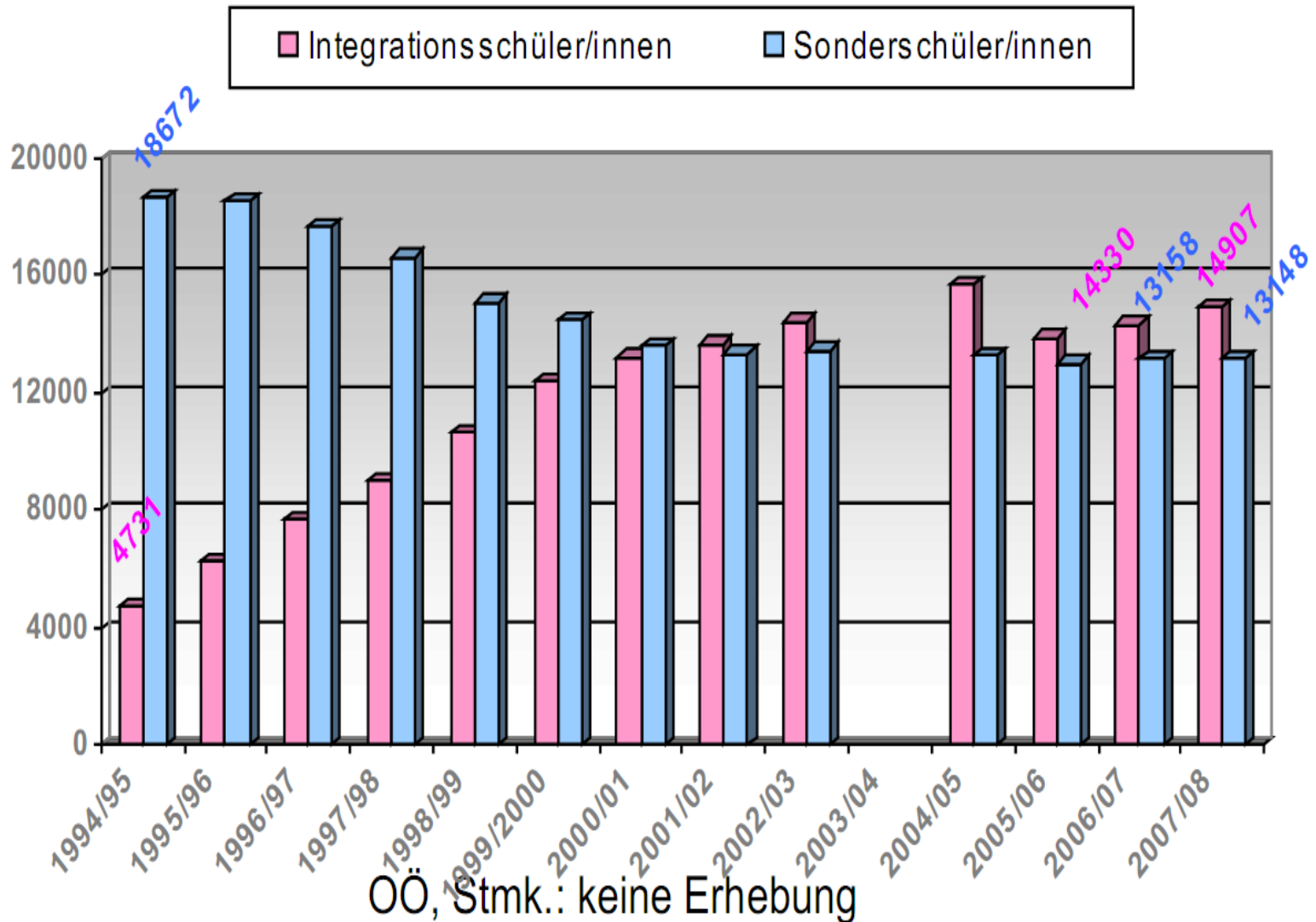
Inter-religious competence
with clear own positioning

Gender competence through
gender awareness

Diversity competence through informed
commitment



Inclusive education



What is educational inclusion?

Educational inclusion is about creating a secure, accepting, collaborating and stimulating school in which everyone is valued, as the foundation for the highest achievement for all pupils

In an inclusive school:

- the inclusive ethos permeates all school policies so that they increase learning and participation for all pupils
 - school practices reflect the inclusive ethos and policies of the school
-

Three principles for inclusion

- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
-

Anti-discriminatory practice

- Diversity and the valuing of difference
- Self-esteem and positive identity
- Fulfilment of individual potential
- Full participation of all groups



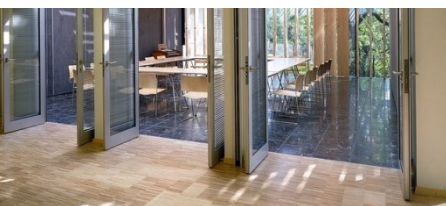
The government's strategy for giving pupils with SEN and disabilities the opportunity to succeed includes:

Removing barriers to learning by embedding inclusive practices in every school and early years setting

Raising expectations and achievements by developing teachers' skills and strategies for meeting the needs of pupils with SEN and disabilities and sharpening the focus on the progress children make

Pupils with SEN may have:

- difficulties with some or all school work
 - difficulties with reading, writing, number work or understanding information
 - difficulties in expressing themselves or understanding what others are saying
 - difficulty in making friends or relating to adults
 - difficulty in behaving properly in school
 - difficulty in organising themselves
 - some kind of sensory or physical need which may affect them in school
-



Thank you for your attention!

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